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IDENTIFICATION OF CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK.

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DESCRIPTORS- *VOCATIONAL EDUCATION, *VOCATIONAL COUNSELING, COUNSELING, OCCUPATIONAL COUNSELING, *OCCUPATIONAL GUIDANCE, *CONFERENCES, *INSERVICE PROGRAMS, TEACHERS, CONSULTANTS, HIGH SCHOOL STUDENTS, NORMAN, OKLAHOMA

AN ATTEMPT WAS MADE TO IDENTIFY CONCEPTS AND TO DEVELOP EFFECTIVE MATERIALS AND MEDIA WHICH COULD BE IMPORTANT TO HIGH SCHOOL STUDENTS IN GUIDING THEM TO A PERSONAL AWARENESS OF THE DEMANDS OF THE "WORLD OF WORK" FOR THE PURPOSES OF SUCCESSFUL ATTAINMENT, RETENTION, AND ADVANCEMENT IN EMPLOYMENT. SELECTED TEACHERS, REPRESENTING THE VARIOUS VOCATIONAL EDUCATION AREAS, PARTICIPATED IN A 10-DAY CONFERENCE. CONSULTANTS FROM BUSINESS AND INDUSTRY, GOVERNMENT, AGRICULTURE, AND WELFARE GAVE PRESENTATIONS. PRIOR TO THE CONFERENCE, IDENTIFICATION OF CONCEPTS WAS FACILITATED BY A RESEARCH TEAM THROUGH THE EVALUATION OF RELEVANT RESOURCE MATERIALS. THE TOPICS RECEIVING CONSIDERATION DURING THE CONFERENCE WERE CLASSIFIED AS (1) SOCIOECONOMIC FACTORS RELATED TO THE WORLD OF WORK, (2) PSYCHOSOCIAL FACTORS RELATED TO THE WORLD OF WORK, (3) INDIVIDUAL AND FAMILY MANAGEMENT CONCEPTS RELATED TO WORK, AND (4) COMMUNICATION CONCEPTS RELATED TO WORK. (JK)

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IDENTIFICATION OF CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK

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IDENTIFICATION OF CONCEPTS IMPORTANT FOR YOUTH

ORIENTATION TO THE WORLD OF WORK

Table of Contents

		Page
I.	Purpose	3
II.	Procedure	4
	A. Prior to the 1965 Summer Conference	4
	1. The co-directors, associate director.	4
	a. Planned project and time schedule	4
	b. Identified areas for study and evaluation	4
	c. Identified functions and selected project personnel	5
	(1) Clerical and secretarial assistants	5
	(2) Research assistants.	6
	d. Identified functions and selected national, state, and local consultants	6
	(1) National consultants	8
	(2) State consultants.	8
	(3) Local consultants.	9
	e. Identified functions and selected high school faculty consultants.	9
	(1) Criteria for selection	9
	(2) High school faculty consultants.	11
	f. Planned summer conference	12
	2. Associate Director.	13
	a. Guided research assistants' orientation to the project.	13
	b. Guided research assistants' procedure for review of literature.	13
	c. Guided research assistants' procedure for review of films	16
	d. Guided research assistants' procedure for the conference.	17

		Page
B.	During the Two Week Summer Conference	17
	1. The first day	17
	2. The following days.	18
	a. Identified concepts important for youth orientation to the world of work	19
	(1) Identified concepts in literature reviewed.	19
	(2) Identified concepts in program presentations.	20
	(3) Developed a comprehensive list of identified concepts.	21
	b. Identified areas where media are needed to communicate concepts important for youth orientation to the world of work.	22
	3. Reacting days	23
C.	After the Summer Conference	24
	1. Distributed project materials	24
	2. Filed copies of the literature reviewed	24
III.	Discussion and Conclusions.	24
IV.	Appendices.	33
V.	Abstract.	108

IDENTIFICATION OF CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK

I. Purpose:

The purpose of this project was to identify concepts important for youth orientation to the world of work. The identification of these concepts was the first step of a proposal* for youth orientation to the world of work.

It was anticipated that the concepts identified would be important to high school boys and girls in guiding them to a personal awareness of the demands of the world of work for the purposes of successful attainment, maintainment, and advancement in employment. It was also believed that the concepts would be applicable to boys and girls in most types of employment and in the following areas of high school vocational education: agriculture, business and office, distributive, home economics, technical, and trade and industrial.

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*This project is Phase 1 of a research-developmental proposal, COMMUNICATION OF CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK, which will be presented to the Division of Vocational and Technical Education, Office of Education. The projected proposal will be concerned with developing media, motion pictures, descriptive concept booklets, and a teacher resource guide, to communicate to youth the concepts identified during this conference.

II. Procedure

A. Prior to the 1965 summer conference

1. The co-directors, associate director (Appendix 1)

a. Planned project and time schedule

The co-directors and associate director worked together in all phases of the research project. Together, they coordinated resources of the related academic disciplines and of business-industry in assimilating a basic integrated body of information related to education for employment. The directors planned the conduct of the summer conference.

The time schedule was concerned with accumulation, identification, and presentation of materials relevant for study and evaluation by conference participants.

b. Identified areas for study and evaluation

Analysis of the literature revealed that the six areas listed below represented logical groupings of material for further analysis and study.

(1) Structure of the current world of work: to understand the transition, classification of systems, and development of the world of work.

(2) Current issues in education, including dropouts, curriculum and teacher education: to identify the needs of youth and the possibilities of fulfillment through educational programs.

(3) Wage earning in all areas of vocational education: to identify recommended programs for teaching about the world of work.

(4) Group guidance and counseling: to distinguish effective methods for encouraging individual and group growth.

(5) Communication media: to explore media for information related to youth orientation to the world of work.

(6) Business, government, state agencies: to learn of the techniques employed to convey concepts.

c. Identified functions and selected project personnel

(1) Clerical and secretarial assistants (Appendix 1)

Under the supervision of project directors, the project secretary was responsible for the clerical and stenographic facilitation of the project and conference. Additional secretarial assistance was

secured as needed.

(2) Research assistants (Appendix 1)

Six research assistants were selected in keeping with the six areas for study and evaluation. The research assistants represented multi-disciplines.

Academically, they ranged from bachelor degree recipients to doctoral degree candidates. Under the supervision of the associate director, each research assistant:

(a) Reviewed and evaluated materials, resources, and media in one of the six areas of research.

(b) Developed the review of literature into a logical presentation of findings.

(c) Served as a consultant during the project.

d. Identified functions and selected national, state, and local consultants. Selections of project consultants on the national, state and/or local level were made from the following areas:

Personnel managers, public relations directors, and training program directors: to identify concepts intrinsic to performance in business-industry.

Vocational service occupation supervisors: to offer insight to the criteria deemed

integral tosuccessful occupational entry and performance.

Occupational analysts, union representatives, editorialists, employment agency representatives: to characterize the immediate state of the world of work.

Academic personnel: to offer understanding of youth, the world of work, communication principles, and teacher education; and to integrate the varying contributions emerging from the consulting groups above.

National, state, and local consultants were selected by the project directors with assistance of: academic personnel; the State Director of Vocational Education; and the state supervisors of each of the vocational areas--agriculture, education, business and office education, distributive education, home economics education, technical education, and trade and industrial education.

Project consultants were to identify concepts prior to the conference, to review and evaluate additional concepts identified during the conference, and to review and evaluate the area where media, resources, and materials were needed in communication of the concepts.

Project consultants were also to suggest the materials, resources, and media to identify the concepts. (Appendix 2) Consultants served as resource persons at various stages in the prlject development. Certain consultants presented program presentations. (Appendix 3)

(1) National Consultants (Appendix 4)

As resource persons, all consultants were asked to suggest materials, resources, and media in the investigation to identify concepts important to youth orientation to the world of work. Program presentations were given during the conference by three national consultants. Additionally, these three consultants were asked to react to materials compiled by research assistants.

(2) State Consultants (Appendix 5)

Assistance was given to the project from the following sources:

(a) Oklahoma State Board of Vocational Education

(b) Division of Vocational Home Economics Education

(c) Division of Guidance and Counseling, Oklahoma State Department of Education

As resource persons, all state consultants were asked to suggest materials, resources, and media in the investigation to identify concepts. Program presentations were given during the conference by seven state consul-

tants. Additionally, these consultants were asked to react to materials compiled by research assistants.

(3) Local Consultants (Appendix 6)

Local consultants from the University of Oklahoma were asked to participate in the project and/or conference. These consultants represented:

(a) Motion picture production: to serve as partial orientation for work in the projected proposal, to tape-record the conference programs, and to sensitize the conference participants to the importance of effective communication.

(b) Various academic areas: to offer understanding of youth, the world of work, communication principles, teacher education, business management, and economics.

e. Identified functions and selected high school faculty consultants

(1) Criteria for selection

(a) Selection of high school faculty consultants was based on recommendation by the Oklahoma State Department of Vocational Education and the project directors according to the following criteria: (Appendix 7)

i. The high school faculty consultants had expressed interest in youth and employ-

ment.

ii. The high school faculty consultants had interest in research and active concern with educational issues.

iii. The high school faculty consultants had wage earning experience in addition to teaching.

iv. The high school faculty consultants were willing to continue participation in the projected proposal as a consultant to assist during the summer conference in 1966 and 1967 for the development and evaluation of media to communicate concepts important to youth orientation to the world of work. The media to be developed to communicate the concepts identified as important for youth orientation to the world of work are: motion picture guides; descriptive concept booklets for students; and a teacher resource guide.

(b) Additional criteria for selection of high school home economics teachers were:

i. Home economics teachers represent communities in which there is need for orientation to the world of work.

ii. Home economics teachers were willing not only to assist in the development and evalu-

tion of media, but were also interested in using the developed media in high school home economics classes during the academic year (1966-1967) of the projected proposal.

iii. Administrators of the high schools represented by the home economics teachers were interested in the teacher's participation in the projected proposal.

(2) High school faculty consultants (Appendix 8)

High school faculty consultants were selected within the state for the conference held July 5-16, 1965, and for the total project (Appendix 9).

(a) Ten high school faculty members were selected as consultants--two from each of the following areas: agriculture education, business and office education, distributive education, technical education, trade and industrial education.

(b) Three high school counselors were selected as consultants. The Division of Guidance and Counseling, State Department of Education, also assisted in this selection of counselors.

(c) Eleven high school home economics teachers were selected as consultants. This conference population was regarded as appropriate for achieving the objectives of the project.

Home economics teachers have focused interest on the needs of youth, both boys and girls,

in the areas of personal assessment, ment, development, and management. Such interest is central for Youth orientation to the world of work. The home economics teacher is, therefore, oriented to make a unique contribution to the total vocational education program.

f. Planned summer conference

(1) Conference facilities

The School of Home Economics, University of Oklahoma, was the center of business related to the project. However, the conference was held in The Towers, 12th floor lounge, an air-conditioned facility, on the campus of the University of Oklahoma.

The conference room was arranged to encourage effective participation of the conference consultants.

(2) Conference Program Presentations (Appendix 10)

The conference presentations were planned to offer breadth, depth, and scope to the issue of youth orientation to the world of work. Program speakers represented varied backgrounds and experiences related to youth and employment.

(3) Conference program cover (Appendix 11)

A program cover was designed using actual newspaper job want ads.

2. Associate director

The associate director worked with the co-directors in all phases of the research project. (II, A, 1) Additionally, the associate director coordinated the activities of research assistants:

a. Guided research assistants' orientation to the project

(1) Through discussion at weekly staff meetings

(2) Through assigned materials to be reviewed on:

(a) Information related to background and need for research related to youth and employment.

(b) Information related to the purposes of Vocational Act of 1963.

b. Guided research assistants' procedure for review of literature

(1) In ordering materials, resources and media related to individual area for research

(2) In conferring with project directors and specialists regarding materials, resources, and media in individual area of research

(3) In planning library work

(a) To list and define words for individual area of research.

(b) To refer to index guides for research leads.

(c) To systematically review all types of materials including books, dissertations, journals, monographs, guides, government publications, texts, etc.

(d) To make thermofax copies of specified references.

(e) To review materials from present time through 1955.

(f) To record literature reviewed and/or cited.

(4) In selecting and recording library findings, to note

(a) Division of six research areas.

(b) National Vocational Guidance Association "Standards for Preparing and evaluating Occupational Literature" to arrive at a standard for evaluation of media, resources, and materials. (Appendix 12)

(c) Concepts, ideas, suggestions, plans, thoughts that applied to:

i. Most types of jobs or work in general

ii. Either/or both boys and girls

(d) Work media for use of adults during conference.

(e) Work media for high school classroom use.

(f) Situations or examples communicating concepts which could be incorporated into developed media.

(g) Training programs, plans, units, curriculum guides related to general work orientation.

(h) Ideas, thoughts, concepts from the point of view of youth and adults.

(i) Media, other than printed, (films, film strips, slides, tapes, programmed instruction for general work orientation).

(5) In preparing materials for presentation

(a) To provide three copies of seemingly pertinent comments in quotation marks with page numbers.

(b) To summarize relevant materials.

(c) To provide lists of literature cited and literature reviewed (Appendix 13)

(d) To do the following, after completion of (a), (b), and (c) above:

i. File two copies of each for use

in projected proposal.

ii. Refine one copy of each for development of research presentations during conference.

iii. Organize oral presentation for conference program.

c. Guided research assistants' procedure for review of films

(1) In writing inquiry letters requesting later listings (Appendix 14).

(2) In conferring with project directors and specialists regarding motion pictures related to youth and employment.

(3) In planning film library work

(a) To review catalogues and lists of films on occupational training and subjects related to youth orientation to the world of work from the Audio-Visual departments of the University of Oklahoma and Oklahoma State University.

(b) To review film catalogues from the departments of Motion Picture Production and the College of Education, University of Oklahoma.

(4) In selecting and recording film findings

(a) To use criteria for selection and evaluation of films (Appendix 15).

(b) To select, view, and evaluate a sampling of films.

(5) In preparing film materials for presentation

(a) To provide three copies of the evaluation of films reviewed.

(b) To provide lists of films evaluated and reviewed (Appendix 16).

(c) To do the following, after completion of (a) and (b) above:

i. File two copies for use in projected proposal.

ii. Organize oral and visual presentation for conference program.

d. Guided research assistants' procedure for the conference

(1) In assembling and displaying media, resources, and materials suggested by the selected local, state, and national consultants, and by project directors as representative for consideration in the conference investigation.

(2) In preparing oral conference presentations of literature reviewed.

B. During the Summer Conference:

1. The first day:

The twenty-four selected high school faculty consultants registered for the conference and received conference materials.

After introductions, the consultants were oriented to the conference project. The program consisted of formal presentations, discussion, and a youth panel (Appendix 17).

2. The following days:

The meaning of "concept" was studied and defined, individually, and discussed finally as a group in order to arrive at a working definition for use during the conference. The conference program was concerned with presentations from various program consultants, discussion, and small group analysis and evaluation.

Each of the high school faculty consultants was assigned to a discussion group of four people. Three areas of vocational education were represented by men and women in each group.

Selected materials, resources, and media relevant to program topics, were displayed daily for use during the conference. Concurrent with the topic to be discussed, sections of pertinent literature reviewed by the research assistants prior to the conference were distributed to each of the consultants for evaluation.

Selected motion pictures related to youth and employment and presentations from program consultants of varied occupational fields served to supplement program materials, introduce new ideas, and stimulate thought.

Tape recordings were made of the program presen-

tations and conference discussions. These recordings were available for use by the high school faculty consultants.

a. Identified concepts important for youth orientation to the world of work

(1) Identified concepts in literature reviewed by research assistants as follows:

(a) One of the six areas of literature reviewed was distributed to the high school faculty consultants.

(b) The review of literature was individually studied by the consultants outside of conference hours. Each consultant was asked to list concepts identified within the area of literature reviewed.

(c) During the conference hours, further examination of the review of literature and the concepts identified continued in the discussion groups. Each group reported to the conference the concepts identified.

(d) The list of concepts identified by each of the six groups was distributed to each consultant.

(e) This list was further evaluated by the consultants individually outside of conference hours. Each consultant was

asked to reconsider each of the concepts identified to further synthesize and clarify ambiguous items.

(f) The following day after total group discussion, small groups identified those concepts from the list considered important for youth orientation to the world of work.

(g) Copies of the group findings were formulated into an inclusive list of the concepts identified in one area of literature reviewed.

(h) This process of individual and group evaluation was repeated for each of the five other areas of literature reviewed.

(2) Identified concepts in program presentations by speaker-consultants as follows:

(a) During each of the program presentations by speaker-consultants, representing business-industry, government, and secondary and higher education, notes were taken by the high school faculty consultants.

(b) These notes were individually examined by the high school faculty consultants outside of conference hours. Each consultant was asked to list concepts

identified within each presentation. Tape recordings of the presentations were available for use.

(c) During the conference hours, concepts identified individually within the program presentations were examined further in the discussion groups. Each group reported to the conference the concepts identified.

(d) The list of concepts within the program presentations identified by each of the six groups was distributed to each consultant.

(e) This list was further evaluated by the consultants individually outside of conference hours. Each consultant was asked to reconsider each of the concepts identified.

(f) The following day after group discussion, the small groups identified those concepts from the list considered to be important for youth orientation to the world of work.

(g) Copies of the group findings were formulated into an inclusive list of concepts identified in program presentations.

(3) Developed a comprehensive list of identified

concepts

(a) The concepts identified by the discussion groups in each of the six areas of literature reviewed and in each of the program presentations were compiled into a comprehensive list.

(b) This comprehensive list of concepts identified during the conference was distributed to individual high school faculty consultants.

(c) After individual study of the comprehensive list, each discussion group selected those concepts considered to be of major importance. This group list of major concepts was organized for presentation to a conference reacting panel on the last days of the conference.

b. Identified areas where media are needed to communicate concepts important to youth orientation to the world of work.

Individual study and class discussion related to the identification of concepts stimulated the identification of areas where curriculum media, resources, and materials are needed to communicate concepts important to youth orientation to the world of work. Project research assistants helped to iden-

tify the areas.

3. Reacting days

The comprehensive list of conference findings related to the identification of concepts important to youth orientation to the world of work was reviewed and evaluated by a reacting panel composed of project consultants. (Appendix 18) Additionally, a youth panel contributed to an evaluation of the identified concepts. (Appendix 19)

As a means of presenting the concepts identified, each group presented a major concept and discussed supporting reasons for the selection of the particular concept. Each discussion group responded with a concept, noting when one of the major concepts selected by their group had been presented earlier by another group. The reacting panel responded to each concept identified.

After each of the six discussion groups had presented a major concept, the reacting panel, and individual high school faculty consultants, listed and supported other concepts considered important.

As the concepts were presented, listed, supported, and defined, they were placed before the group for continuous viewing. In such a

fashion, reference could be made to a particular concept by the conference participants during discussion.

The final listing represents the synthesis of all concepts presented, studied, discussed, and regarded as important for youth orientation to the world of work.

C. After the summer conference

1. Distributed project materials

a. A copy of the Project Report was distributed to the Director of Vocational Education in Oklahoma and to each of the state supervisors of vocational education.

b. A copy of the Project Report was incorporated as Phase 1 of a projected proposal: Communication of Concepts Important For Youth Orientation the World of Work.

c. A list of the identified concepts was distributed to national, state, and local project consultants and to high school faculty consultants.

2. Filed copies of literature reviewed.

III. Discussion and Conclusions

A review of occupational-psychological literature prior to this project revealed that identification and communication of concepts related to youth orientation to the world of work was neither formalized nor immediately relevant to the needs of youth. A review of literature by project

research assistants supported this observation. No universally accepted set of concepts or plan was available by which teachers could efficiently and expediently communicate these concepts.

Prior to the conference, identification of concepts was facilitated by research assistants through the evaluation of relevant resource materials. The research assistants were qualified to make selections in their assigned areas. However, their judgment was conditioned by experience and training, which influenced the kinds and types of materials that were selected. This synthesis of material was intrinsic to the resolution of ideas and concepts by the group.

During the conference, the meaning of "concept" was studied and defined individually by the participants, and discussed as a group in order to arrive at a working definition. The participants expressed varying levels of comprehension and difficulty in employing the working definition.

To focus the purposes of the project, conference participants evaluated literature reviewed, interacted with speaker-consultants and youth panels, and reacted to selected audio-visual media. Small group discussions generated individual as well as group ideas in addition to opening up a means of communication to the conference as a whole. This method of involving individuals not only aided in personal growth, but in the final identification of concepts. The basic complexity of the world of work,

the limited experential background of high school faculty consultants, and the two-week conference period necessitated using speaker-consultants rather than extensive group discussion. Speaker consultants were helpful in reducing the informational process into a coherent state, thus influencing the character of the concepts identified.

It was believed that the concepts identified would be important to high school boys and girls, in guiding them to a personal awareness of the demands of the world of work for the purposes of successful attainment, maintainment, and advancement in employment. Further, the concepts would be applicable to boys and girls in most types of employment and in the following areas of high school vocational education: agriculture, business and office, distributive, home economics, technical, and trade and industrial. For the conference, "concept" was defined as an abstract idea related to general preparation for employment.

The major concepts identified were:

1. Socio-economic concepts related to work
2. Psycho-social concepts related to work
3. Individual and family management concepts related to work
4. Communication concepts related to work

The major and supporting concepts were:

I. Socio-economic Concepts Related to Work

A. Technology and automation

B. Work description and classification

1. Occupation classification schemes
2. Prestige status scales

C. Work demands
1. Flexibility
2. Continuing education and training
3. Mobility

D. Work population
1. Youth
2. Women
3. Minority groups
4. Men

E. Work opportunity
1. Family
2. Education
3. Community
4. Geographic locale

F. Work laws

II. Psycho-social Concepts Related to Work

A. Influence on total personality
1. Ethical and spiritual values
2. Intellectual capabilities
3. Physical characteristics and health needs
4. Social needs
5. Emotional needs

B. Influences on Individual Success
1. Self-understanding
2. Independence, autonomy

3. Security

4. Self-involvement

5. Problem solving

6. Judgment, decision making

7. Interpersonal relations

8. Motivation

9. Self-discipline

10. Tolerance

C. Influences of external directives

1. Home, family

2. School

3. Church

4. Peer groups

5. Other individuals, groups, and institutions

D. Influences on employer-employee satisfactions

1. Loyalty

2. Dependability, honesty

3. Responsibility

4. Innovative, creative

5. Productivity

6. Flexibility

7. On-the-job appearance and behavior

8. Acceptability in interpersonal relations

9. Belief in dignity of work

10. Pride in work performance

11. Opportunity for advancement

12. Compensation based on merited performance

III. Communication Concepts Related to Work

A. Self-expression

B. Empathy

C. Interaction

D. Perception of work role

E. Receptivity

F. Pre-job techniques

IV. Individual and Family Management Concepts Related to Work

A. Time

B. Energy

C. Money

The areas identified where media are needed to communicate the identified concepts represent all aspects of major and supporting concepts listed. These areas suggest the need for cooperative effort on the part of business, industry, government, and education to resolve the dilemmas which exist in youth's entry to the world of work. Media are needed to aid students in this orientation process.

After the conference, an opportunity was offered to state and local consultants to respond to the concepts identified. These consultants were oriented to the conference since they had participated in conference programs through formal presentations, panels, and/or other ways. As might be expected, a large percentage of the consultants agreed that the concepts identified were important to youth orientation to the world of work. It was believed by all, however, that the communication of these concepts would be the crucial factor.

Concerning the conference, the compact time period of two weeks with brief pre-conference orientation of participants was regarded as a moderate limitation. However, as participants became oriented to materials, this limitation served as a stimulus for concentrated effort.

Heterogeneity of participants was regarded as a significant variable contributing to the relevance of concepts identified. Additionally, the interdisciplinary approach used in the project contributed to the applicability of the concepts identified. These same factors, however, may have slowed the process of concept identification.

Consultants representing business, industry, and government expressed difficulty in relating their needs and their conceptual scheme of the world of work to the curricular problems in education. The converse was also true. This variable appears to influence the total process of communication about the world of work.

For example, the separation which exists between education and business, industry, and government while artificial, does none-the-less prevent agreement on this role of vocational education. This generalized limitation was also felt among the participants and conceivably influenced the identified concepts which emerged from the project.

The preponderance of women in the educational structure influences the orientation of youth to varying aspects of the world of work. The societal role of women and limitations in scope of female work performance also affect the

difficulty educators have in communicating the world of work. This element was expressed by women during discussions with the speaker-consultants and with the male participants on the project.

Male educators also view problems of the world of work from a vicarious level with certain limitations in work experience. It was concluded from the literature and speaker-consultants that educators and schools need more immediate involvement with the world of work.

Each of the concepts identified was readily acknowledged as important, with conference participants concluding that communication of these concepts poses a most critical problem for the future. It was affirmed by participants that varying uses of the identified concepts prevail, but consistency and employment of all concepts with youth is needed to achieve knowledge of the world of work. With identification and confirmation of the importance of these concepts by various disciplines, the matter of what to communicate is at least partially controlled. If the identified concepts are effectively communicated, an increased understanding of the work can be offered youth.

The process of identifying these concepts served to sensitize the high school faculty consultants to the changes in society and the urgent need for youth orientation to the world of work. The rapport developed during the conference between consultants representing various areas of vocational education, suggests strengthened working relationships in

promoting future cooperative endeavors.

Participants in this study agreed that abstract concepts do not communicate per se. Semantic differences in concepts existing in our society affect the understanding a person obtains about the world of work and continues to force emphasis on effective ways to communicate. The differential use of concepts by consultants highlights the problems of communication in our society.

The educator's challenge remains: How to effectively communicate the concepts identified as important for youth orientation to the world of work.

LIST OF APPENDICES

Appendix		Page
1	Project Personnel	35
2	Letter to Consultants	36
3	Letters to Consultants	37
4	National Consultants	40
5	State Consultants	41
6	Local Consultants	45
7	Memos to Oklahoma State Supervisors of Vocational Education and Educators	47
8	High School Faculty Consultants	55
9	Letters to Educators	58
10	Conference Program	62
11	Conference Program Cover	77
12	Standards for Preparing and Evaluating Occupational Literature	79
13	Literature Cited, Literature Reviewed	82
14	Film Resources	102
15	Film Evaluation Outline	103
16	Films Evaluated	104
17	Youth Today Panel	105

Appendix

		Page
18	Consultant Reacting Panel	106
19	Youth Reacting Panel	107

APPENDIX 1

PROJECT PERSONNEL

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APPENDIX 2

LETTER TO CONSULTANTS

June 16, 1965

Miss Martha Frizzell**
State Adviser, Future Homemakers of America
Northwest District Supervisor
Box 53277--Capitol Station
Oklahoma City, Oklahoma 73105

Dear Miss Frizzell:

A conference on IDENTIFICATION OF CONCEPTS IMPORTANT TO YOUTH ORIENTATION TO THE WORLD OF WORK* will be held July 5-16, 1965, The Towers, University of Oklahoma, Norman, Oklahoma. Your immediate help is needed to suggest and/or send materials, resources, and media that communicate concepts related to youth and employment. The suggested media must be collected prior to the conference.

During the conference, selected high school faculty consultants will examine the assembled materials, resources, and media to identify concepts important to youth orientation to the world of work. The concepts to be identified will be applicable to boys and girls in most types of employment and in all areas of high school vocational education.

This conference is the first step of a projected plan to develop media for communicating to high schools boys and girls a personal awareness of the demands of the world of work for successful attainment, maintainment, and advancement in employment. The identification of concepts is basic to such a plan and will be a unique contribution to the total vocational education program in high schools.

We would appreciate so very much your suggestions and either materials or sources for securing materials that might be helpful. We are interested in working with all developed materials in order to benefit from the work already done in related areas.

We hope that you will attend the conference at any time convenient for you. Thank you for your help.

Sincerely,

Mary A. Warren, Director

Harry J. Parker, Director

Alice E. Whatley, Associate Director

*Research Institute Project 1513

**Underlined Portions represent "fill-in" parts of letter.

APPENDIX 3

LETTERS TO CONSULTANTS

June 31, 1965

Dr. John Tyo, Director**
Motion Picture Production
Syracuse University
Syracuse, New York

Dear Dr. Tyo:

A conference on IDENTIFICATION OF CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK* will be held July 5-16, 1965, University of Oklahoma, Norman, Oklahoma. We are glad that you will be able to serve as a conference consultant July 15 and 16, Thursday and Friday, 8:00 a.m. until 4:00 p.m. The honorarium will be fifty dollars each day.

As a consultant your immediate help is needed to suggest and/or send materials, resources, and media that communicate concepts related to youth and employment. The suggested media must be collected prior to the conference.

The program, July 15, will be concerned with reacting to the concepts identified by the conference participants as important to youth orientation in the world of work. As a member of a reacting panel of consultants, it will be your responsibility to motivate the conference participants to further examination of the identified concepts. Therefore, throughout the day your comments and questions will be of value.

Additionally, we would like for you to plan a morning presentation to guide the participants to continued appreciation of the significance of concept identification for effective communication. It is hoped that after your presentation, the discussion period that follows will result in a clearer perspective of the importance of concepts in developing media.

The last day of the conference, July 16, Friday, will be used to evaluate the identified concepts and the areas where materials, resources, and media are needed in communicating these concepts to youth. During this time, it will be your responsibility to actively participate in any part of the evaluation.

This conference is the first step of a projected plan to

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*University of Oklahoma Research Institute Project 1513

**Underlined portions represent "fill-in" parts of letter.

develop media for communicating to high school boys and girls a personal awareness of the demands of the world of work for successful attainment, maintainment, and advancement in employment. The identification of concepts is basic to such a plan and will be a unique contribution to the total vocational education program in high schools.

During the conference, twenty-four selected high school faculty consultants will examine assembled materials, resources, and media to identify concepts important to youth orientation to the world of work. The concepts to be identified will be applicable to boys and girls in most types of employment and in all areas of high school vocational education.

The enclosed housing reservation card must be completed and mailed if you plan to live on campus during your visit here. The conference will be located at The Towers, twelfth floor lounge. A map is enclosed for your convenience.

Your expenses will be paid for travel, one round trip by by air; per diem $16 for four days. However, you will be responsible for these expenses until the end of the conference at which time you will be reimbursed. As indicated earlier, the honorarium will be fifty dollars each day (total $100).

We would appreciate your suggestions and/or materials regarding the media to be collected prior to the conference. We would also appreciate your reaction to these plans for the conference program. Please let us know of any equipment or materials that you may need for your presentation.

Mr. Ned Hockman, who will also be present at the conference, has spoken very highly of you. We are glad that you are able to accept this responsibility as a consultant, and are looking forward to working with you. Do let us know if you have questions prior to your arrival.

Sincerely,

Mary A. Warren, Director

Harry J. Parker, Director

Alice E. Whatley, Associate Director

CONFERENCE ON IDENTIFICATION OF CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK

jc
Enclosures: Housing Reservation
Campus and City Map

June 30, 1965

Mr. A. J. Dansereau*
3149 Wilshire Terrace
Oklahoma City, Oklahoma

Dear Mr. Dansereau:

The conference on IDENTIFICATION OF CONCEPTS IMPORTANT TO YOUTH ORIENTATION TO THE WORLD OF WORK will be held July 5-16, 1965. The conference will be located in the twelfth floor lounge of Tower IV, University of Oklahoma, Norman, Oklahoma.

We are glad that you will be able to serve as a conference consultant Monday, July 5. Your presentation, concerned with youth today, will be from 10:00 until 10:45. At 10:45, Mr. Orville Ashcraft will discuss youth from the standpoint of the state employment service. We hope you will be able to remain for the youth panel in the afternoon session.

This conference is the first step in a projected plan to develop media for communication of the demands of the world of work. The identification of concepts is basic and will be a unique contribution to the total vocational education program in high schools.

Twenty-four high school faculty consultants have been selected to examine assembled materials, resources, and media to identify concepts important to youth orientation to the world of work. The concepts will be applicable to boys and girls in most types of employment, and in all areas of high school vocational education.

We are glad that you are able to accept this responsibility as a consultant and are looking forward to working with you. We hope you will remain for as much of the conference as possible.

Sincerely,

Mary A. Warren, Director

Harry J. Parker, Director

Alice E. Whatley, Associate Director

CONFERENCE ON IDENTIFICATION OF CONCEPTS IMPORTANT TO YOUTH ORIENTATION TO THE WORLD OF WORK

*Underlined portions represent "fill-in" parts of letter.

APPENDIX 4

NATIONAL CONSULTANTS

1. For Conference Program Participation:

Dr. Johnie Christian
Field Representative
Division of Vocational and Technical Education
Department of Health, Education, and Welfare
Regional Office
1114 Commerce
Dallas, Texas 75202

Dr. Bernard Saper
Director of Psychological Services
Department of Mental Hygiene
State of New York
Albany, New York

Dr. John J. Tyo
Director, Motion Picture Production
Syracuse University
Syracuse, New York

2. For Resource Persons:

Dr. Walter Arnold
Assistant Commissioner for Vocational and Technical Education
Office of Education
U. S. Department of Health, Education, and Welfare
Washington, D. C.

Dr. Rua Van Horn
Utilization Officer
Manpower Development and Training Program
U. S. Office of Education
Washington, D. C.

APPENDIX 5

STATE CONSULTANTS

1. <u>For Conference Program Participation</u>:

Mr. Orville Ashcraft
Youth Employment Supervisor
Oklahoma State Employment Service
Will Rogers Building
Oklahoma City, Oklahoma

Mr. W. N. Bobbitt
Chief Employment and Placement Branch
Tinker Air Force Base
Oklahoma City, Oklahoma

Mr. W. Bowman
Oklahoma Employment Security Commission
Chief, Research and Planning Division
Will Rogers Building
Oklahoma City, Oklahoma

Mr. Art Dansereau
Governor's Committee on Children and Youth
State Capitol
Oklahoma City, Oklahoma

Mr. J. C. Denham
Assistant
Employment and Training
Oklahoma Natural Gas
Tulsa, Oklahoma

Miss Lela Gibbins
~~Oklahoma State Employment Service~~
Oklahoma State Employment Service
Will Rogers Building
Oklahoma City, Oklahoma

Mr. E. W. Harper
Director, Personnel Administration
Oklahoma Gas and Electric Company
321 North Harvey
Oklahoma City, Oklahoma

Mr. Phillip Hein
Counselor of Neighborhood Youth Corporation
Moore, Oklahoma

Mrs. Marion Hurst
Special Assistant
State Vocational Home Economics Education
Box 53277--Capitol Station
Oklahoma City, Oklahoma

Mr. Henry Likes
Secretary-Treasurer
Oklahoma State AFL-CIO
Commerce Exchange Building
Oklahoma City, Oklahoma

Mrs. Lucille Patton
Teacher
Distributive Education
Hollis High School
Hollis, Oklahoma

Mr. Walter R. Trosin
Manager, Personnel Placement and Development
General Electric Company
4000 Northwest 39th
Oklahoma City, Oklahoma

2. <u>For Resource Persons</u>:

Oklahoma State Board of Vocational Education
Stillwater, Oklahoma

Mr. J. B. Perky
Director

Mr. Byrle Killian
Assistant State Supervisor

Mr. Roy E. Ayres
Vocational Trade and Industrial Education
State Supervisor

Mr. Lloyd Briggs
Technical Training Services
Assistant State Supervisor

Mrs. Ruth E. Burris
Health Occupations Training
State Supervisor

Mr. M. J. De Benning
Vocational Distributive Education
State Supervisor

Oklahoma State Board of Vocational Education
Stillwater, Oklahoma
(continued)

Mr. Lawrence O. Hansen
Manpower Development and Training
Auditor

Mr. Lee Hardwick
Technical Training Services
State Supervisor

Mr. Herb Mackey
Manpower Development and Training
State Supervisor

Dr. Francis T. Tuttle
Area Vocational--Technical Schools
State Coordinator

Mr. Victor Van Hook
Business and Office Education
State Supervisor

Division of Home Economics Education
Oklahoma State Board of Vocational Education
Oklahoma City, Oklahoma

Miss Blanche Portwood
State Supervisor

Mrs. Marion Hurst
Special Assistant

Miss Martha Frizzell
Northwest District Supervisor

Miss Helen Jensen
Southwest District Supervisor

Miss Nedra Johnson
Northeast District Supervisor

Miss May Rollow
Southeast District Supervisor

Division of Guidance and Counseling
State Department of Education
Oklahoma City, Oklahoma

Mr. Joe Leone
Director

Division of Guidance and Counseling
State Department of Education
Oklahoma City, Oklahoma
(Continued)

Mr. Jim Petree
Assistant Director

Heads of Home Economics Education

Dr. June Cozine
Oklahoma State University

Mrs. Zella Patterson
Langston University

Professor Mary Russell
Oklahoma College for Women

Other Representatives, Oklahoma City, Oklahoma

Mr. Glenn Hamm
Chief, Community Employment Development
Oklahoma Employment Security Commission

Dr. Oliver Hodge
State Superintendent of Public Instruction

Mr. W. T. Hughes
Oklahoma State Department of Labor

Mr. Wallace L. Keating
Oklahoma State Personnel Board

Mr. Morris Leonhard
Director
Employment Service

Mr. Voyle Scurlock
Director
Division of Vocational Rehabilitation

Other Resources

Members of the State Home Economics Advisory Committee
on Job Orientation

Personnel Training Directors and Employment Officers from
Business, Industry, Labor

APPENDIX 6

LOCAL CONSULTANTS

1. <u>For Conference Program Presentation:</u>

Dr. Henry Angelino
Professor
College of Education
University of Oklahoma

Dr. L. Doyle Bishop
Chairman
Department of Business Management
University of Oklahoma

Dr. Ed F. Crim
Professor of Economics
University of Oklahoma

Dr. Jack Douglas
Professor of Speech
University of Oklahoma

Dr. James G. Harlow
Dean, College of Education
University of Oklahoma

Mr. Ned Hockman
Director, Motion Picture Production
University of Oklahoma

Mr. Robert Ketner
Assistant Professor of Social Work
University of Oklahoma

Dr. Gerald Porter
Professor
College of Education
University of Oklahoma

Dr. Carolyn Sherif
Research Associate
Institute of Group Relations
University of Oklahoma

Dr. Lloyd Williams
Professor
College of Education
University of Oklahoma

2. For Resource Persons:

Mrs. Clara S. Dumas
Visiting Associate Professor
School of Home Economics
University of Oklahoma

Mrs. Ora Lee Parker
Administrative Editor

APPENDIX 7

MEMOS TO OKLAHOMA STATE SUPERVISORS OF VOCATIONAL EDUCATION AND EDUCATORS

To: Supervisors in the Oklahoma State Department of Vocational Education, Selected High School Faculty Consultants, and High School Administrators

From: Directors of CONFERENCE ON IDENTIFICATION OF CONCEPTS IMPORTANT TO YOUTH ORIENTATION TO THE WORLD OF WORK

Subject: CONFERENCE ON IDENTIFICATION OF CONCEPTS IMPORTANT TO YOUTH ORIENTATION TO THE WORLD OF WORK

Conference setting: Continuing Education Center, University of Oklahoma, Norman, Oklahoma

Conference time: July 5-16, 1965
Monday through Friday, 8 a.m. - 4 p.m.

Conference expenses paid to High School Faculty Consultants by project:
Travel
Room and board for 14 days at Continuing Education Center
Conference tuition

Conference participation:
Two hours college credit

This project is the first step of a plan to guide high school boys and girls to a personal awareness of the demands of the world of work for successful attainment, maintainment, and advancement in employment. Basic to this plan is the identification of concepts important to youth orientation to the world of work.

Through a two-week conference, consultants will study and evaluate materials, resources, and media to identify concepts important to youth orientation to the world of work and to identify areas where media are needed to communicate

the identified concepts. The materials, resources, and media will be assembled prior to the Conference by project research assistants. The consultants will be representative of business-industry, government, and secondary and higher education.

The conference offers an opportunity for high school faculty members to help in identifying concepts important to youth orientation to the world of work. The twenty-four high school faculty consultants will be twelve home economics teachers and twelve faculty consultants, two from each of the following areas: agriculture education, business and office education, distributive education, technical education, trade and industrial education, and guidance.

A. Selection of all high school faculty consultants will be based on recommendation by the Oklahoma State Department of Vocational Education and the project directors according to the following criteria:
   1. The high school faculty consultant has expressed interest in youth and employment.
   2. The high school faculty consultant has interest in research in that there is active concern with educational issues.
   3. The high school faculty consultant has wage earning experience in addition to teaching.
   4. The high school faculty consultant is willing to continue participation in the projected proposal as a consultant to assist during summer conferences in

1966 and 1967 for the development and evaluation of media to communicate concepts important to youth orientation to the world of work. The media to be developed to communicate the concepts identified as important to youth orientation to the world of work are: motion picture guides; descriptive concept booklets for students; and a teacher resource guide.

B. Additional criteria for selection of the twelve high high school home economics teachers will be:

1. The home economics teacher represents a community in which there is need for orientation to the world of work.
2. The home economics teacher is willing not only to assist in the development and evaluation of media, but will also use the developed media in high school home economics classes during the academic year (1966-67) of the projected proposal.
3. The administrator of the high school represented by the home economics teacher agrees that the home economics teacher can participate in the projected proposal as described in B-2 above.

The setting for this project is in home economics education. This setting appears appropriate since home economics teachers traditionally have focused interest on the needs of youth, both boys and girls, in the areas of personal assessment, development, and management. Such interest is central to youth orientation to the world of work. The home econom-

ion teacher should, therefore, be prepared to make a unique contribution to the total vocational program.

MEMO TO SUPERVISORS IN THE OKLAHOMA STATE DEPARTMENT OF VOCATIONAL EDUCATION: CRITERIA FOR SELECTION OF_____ HIGH SCHOOL FACULTY MEMBERS IN THE AREA OF _____ TO SERVE AS CONSULTANTS DURING A CONFERENCE TO IDENTIFY CONCEPTS IMPORTANT TO YOUTH ORIENTATION TO THE WORLD OF WORK, July 5 through 16, 1965, Continuing Education Center, University of Oklahoma

1. It is necessary that the high school faculty member in a school system where the administration is sympathetic to the need for vocational education and where request for assistance in the vocational area has been expressed formally or informally.
2. It is advisable that participating high school faculty consultants appear to be established within the community in order that they might continue at specified intervals for the duration of the extended project, possibly until June 30, 1968. All high school faculty consultants will assist during summer conferences in the development and evaluation of media to communicate the identified concepts. Additionally, the Home Economics teachers will use the developed media in their classrooms during the academic year.
3. It is advisable that the high school faculty consultants in the same area of vocational education be from different school systems, from different sizes of schools and communities, and from different parts of the state.

4. It is essential that the individual high school faculty members have expressed interest in youth and employment; have interest in research; and have wage earning experience in addition to teaching.

To: Supervisors in the Oklahoma State Department of Vocational Education

From: Directors of CONFERENCE ON IDENTIFICATION OF CONCEPTS IMPORTANT TO YOUTH ORIENTATION TO THE WORLD OF WORK

Subject: Suggested High School Faculty Members in the area of _____ to serve as consultants during a Conference to Identify Concepts Important to Youth Orientation to the World of Work

Please suggest ____ high school faculty members in the area of _____ from which _____ will be selected to serve as high school faculty consultants during the conference, July 5 - 16, 1965.

Name: _____

School Address: _____

Name of School: _____

Town, State: _____

Name: _____

School address: _____

Name of School: _____

Town, State: _____

Name: _____

School Address: _____

Name of School: _____

Town, State: _____

Name:_____

School Address:_____

Name of School:_____

Town, State:_____

Name of State Supervisor reporting:_____

Vocational Educational area represented:_____

_____

APPENDIX B

HIGH SCHOOL FACULTY CONSULTANTS

1. Areas of Vocational Education

Agriculture:

Mr. Paul Evans
Perkins High School
Perkins, Oklahoma

Mr. Clyde Ward
Washington High School
Washington, Oklahoma

Business and Office Education:

Mrs. Martha J. Rodriguez
Ponca City High School
Ponca City, Oklahoma

Mrs. Kathryn Smith
Grant High School
Oklahoma City, Oklahoma

Distributive Education:

Mr. Lester Batterton
Duncan High School
Duncan, Oklahoma

Mr. Wal Miller
Bartlesville High School
Bartlesville, Oklahoma

Home Economics:

Mrs. Juanita Allen
Miami Junior High School
Miami, Oklahoma

Mrs. Dorothy Boen
Muskogee High School
Muskogee, Oklahoma

Mrs. Jessie Erwin
Moore High School
Moore, Oklahoma

Mrs. Stella Heath
Crooked Oak
Oklahoma City, Oklahoma

Mrs. Betty Jo Hiss
Norman High School
Norman, Oklahoma

Mrs. Lettie Ruth Hunter
Lawton-Douglas High School
Lawton, Oklahoma

Mrs. Ona Keas
Midwest City High School
Midwest City, Oklahoma

Mrs. Claudine Meek
Midwest City High School
Midwest City, Oklahoma

Mrs. Lenorah Polk
Del City High School
Del City, Oklahoma

Mrs. Nora Vandergriff
Hugo High School
Hugo, Oklahoma

Mrs. Charline White
Guymon High School
Guymon, Oklahoma

Technical Education:

Mr. Kenneth Edmond
John Marshall High School
Oklahoma City, Oklahoma

Mr. Bill Lanan
John Marshall High School
Oklahoma City, Oklahoma

Trade and Industrial:

Mr. Charles H. Chapman
El Reno High School
El Reno, Oklahoma

Mr. Clarence Sterling
Western Heights High School
Oklahoma City, Oklahoma

2. Counselors

Mrs. Mary Gatchel
Norman High School
Norman, Oklahoma

Mr. Jack Hopkins
Muskogee High School
Muskogee, Oklahoma

Mrs. Betty Roundtree
Lawton High School
Lawton, Oklahoma

APPENDIX 9

LETTERS TO EDUCATORS

Mrs. Kathryn Smith
749 W. Main
Moore, Oklahoma

Dear Mrs. Smith:

The Directors of the CONFERENCE ON IDENTIFICATION OF CONCEPTS IMPORTANT TO YOUTH ORIENTATION TO THE WORLD OF WORK are pleased that you will serve as a high school faculty consultant during the Conference, July 5-16, 1965, at the Continuing Education Center, University of Oklahoma, Norman, Oklahoma. The enclosed mimeographed sheets include some details regarding the conference.

You will note that this conference is offered for two hours of college credit and will satisfy two hours of professional improvement in all areas of vocational education. However, application for admission as a new student or application for readmission as a former student to the University of Oklahoma must be completed by mail before your arrival. An official transcript, not a copy, of your former college work will be required. It is necessary that the enclosed card to Miss Ruth Arnold, Director of Admissions, be completed and mailed at once.

If you plan to stay here during the conference, the enclosed housing reservation card must be completed and mailed immediately. You may check in at the desk at Sooner House Sunday afternoon, July 4. A map is enclosed for your convenience. The conference, which will be located in the lounge of the twelfth floor of Tower III, will begin at 8:00 a.m., July 5. At that time you will register for the conference.

As indicated earlier, expenses will be paid for travel, one round trip; room and meals for fourteen days; and conference tuition. However, you will be responsible for these expenses until the end of the conference at which time you will be reimbursed.

During the conference, your mailing address will be:

Your name
CONFERENCE ON IDENTIFICATION OF CONCEPTS IMPORTANT
TO YOUTH ORIENTATION TO THE WORLD OF WORK
Oklahoma Center for Continuing Education
1700 Asp
Norman, Oklahoma 73069

Your phone number at the Sooner House will be JEfferson 6-2260. If needed during the conference you can be located by the conference title, IDENTIFICATION OF CONCEPTS IMPORTANT TO YOUTH ORIENTATION TO THE WORLD OF WORK, Extension 486, JEfferson 6-2260.

We are looking forward to your participation in the conference. Do let us know if there are questions you have prior to your arrival.

Sincerely yours,

Mary A. Warren, Director

Harry J. Parker, Director

Alice E. Whatley, Associate Director

CONFERENCE ON IDENTIFICATION OF CONCEPTS IMPORTANT TO YOUTH ORIENTATION TO THE WORLD OF WORK

jc

Enclosures: Mimeographed Sheets
Housing Reservation Card
City and Campus Map
Admissions and Records Card

University of Oklahoma
Research Institute
Project 1513

Miss Ruth Arnold
Director of Admissions
Admissions and Records
University of Oklahoma
Norman, Oklahoma

Dear Miss Arnold:

I plan to enroll July 5, 1965, for a conference-class* at the University of Oklahoma. It is urgent that admission or readmission to the University of Oklahoma be granted by mail before my arrival. Please send the necessary forms and information as indicated by the (x) below:

For admission as a new student ____

For readmission as a former student ____

Thank you.

Name _____
Street _____
Town _____

*Research Project 1513

June 9, 1965

Mr. Joe Hudspeth
Superintendent
Miami Junior High School
Miami, Oklahoma

Dear Mr. Hudspeth:

The CONFERENCE ON IDENTIFICATION OF CONCEPTS IMPORTANT TO YOUTH ORIENTATION TO THE WORLD OF WORK will be held July 5-16, 1965, at the University of Oklahoma. Twenty-four high school faculty members have been selected as consultants for this conference. These consultants represent various parts of the state and various sizes of schools and communities. The enclosed mimeographed hseets list the criteria used as a basis for selection.

We are sure that you are pleased to know that Mrs. Juanita Allen, teacher of home economics, was chosen as one of the twenty-four consultants. We appreciate your support in encouraging her to accept this assignment. The Director of Vocational Education, Mr. J. B. Perky, and the State Supervisor of Home Economics, Miss Blanche Portwood, have helped in selecting the participants to the conference.

We would appreciate any additional encouragement which you might extend to the representative from your school. If it is possible for you to visit the conference at any time, we would be very pleased to have you.

Sincerely yours,

Mary A. Warren, Director

Harry J. Parker, Director

Alice E. Whatley, Associate Director

CONFERENCE ON IDENTIFICATION OF CONCEPTS IMPORTANT TO YOUTH ORIENTATION TO THE WORLD OF WORK

APPENDIX 10

CONFERENCE PROGRAM

CONFERENCE

ON

IDENTIFICATION OF CONCEPTS

IMPORTANT TO YOUTH ORIENTATION

TO THE WORLD OF WORK

July 5-16, 1965

Tower IV, 12th Floor Lounge
University of Oklahoma
Norman, Oklahoma

Conference Grant

Division of Vocational and Technical Education
Department of Health, Education, and Welfare
Office of Education
Washington, D. C.

Mary A. Warren, Director
Harry J. Parker, Director
Alice E. Whatley, Associate Director

High School Faculty Consultants

Mrs. Juanita Allen
Mr. Lester Batterton
Mrs. Dorothy Boen
Mr. Charles H. Chapman
Mr. Kenneth Edmond
Mrs. Jessie Erwin
Mr. Paul Evans
Mrs. Mary Gatchel
Mrs. Stella Heath
Mrs. Betty Jo Hiss
Mr. Jack Hopkins
Mrs. Lettie Ruth Hunter
Mrs. Ona Keas
Mr. Bill Laman
Mrs. Claudine Meek
Mr. Mal Miller
Mrs. Lenorah Polk
Mrs. Martha J. Rodrigues
Mrs. Betty Roundtree
Mrs. Kathryn Smith
Mr. Clarence Sterling
Mrs. Nora Vandergriff
Mr. Clyde Ward
Mrs. Charline White

Acknowledgments

Department of Health, Education, and Welfare
U. S. Office of Education
Division of Vocational and Technical Education

Oklahoma Department of Education
Division of Guidance and Counseling
Division of Vocational Education

University of Oklahoma
College of Education
School of Home Economics
Research Institute

Monday, July 5

8:00 - 9:30	Registration Orientation
9:30 - 10:00	Break
10:00 - 11:30	Presentations
	Mr. A. N. Dansereau Governor's Committee on Children and Youth Oklahoma
	Mr. Orville Ashcraft Youth Employment Supervisor Oklahoma State Employment Service
11:30 - 1:30	Lunch
1:30 - 2:30	Presentations
	Mr. Phillip Hein Counselor of Neighborhood Youth Corp Moore, Oklahoma
	Youth Panel
2:30 - 3:00	Break
3:00 - 4:00	Presentations
	Dr. Carolyn Sherif Research Associate Institute of Group Relations University of Oklahoma
	Mr. Robert W. Ketner Assistant Professor of Social Work University of Oklahoma

Tuesday, July 6

8:00 - 9:30		Presentation
	Dr. Jack Douglas Professor of Speech University of Oklahoma	
9:30 - 10:00		Break
10:00 - 11:30		Presentations
	Dr. Johnie Christian Division of Vocational and Technical Education Department of Health, Education, and Welfare Dallas, Texas	
	Dr. Gerald A. Porter Professor, College of Education University of Oklahoma	
11:30 - 1:30		Lunch
1:30 - 2:30		Presentations
	Mr. W. N. Bobbitt Chief, Employment and Placement Branch Tinker Air Force Base	
	Miss Lela Gibbins Oklahoma State Employment Service	
2:30 - 3:00		Break
3:00 - 4:00		Presentation
	Dr. L. Doyle Bishop Chairman, Department of Business Management University of Oklahoma	

Wednesday, July 7

8:00 - 9:30 — **Presentations**

Mr. W. Bowman
Oklahoma Employment Security Commission
Chief, Research and Planning Division

Mr. E. W. Harper
Director, Personnel Administration
Oklahoma Gas and Electric Company
Oklahoma City

9:30 - 10:00 — **Break**

10:00 - 11:30 — **Presentation**

Dr. Johnie Christian

11:30 - 1:30 — **Lunch**

1:30 - 2:30 — **Presentation**

Miss Jerry Lambert
Conference Research Assistant

2:30 - 3:00 — **Break**

3:00 - 4:00 — **Discussion**

Identification of Concepts

Thursday, July 8

8:00 - 9:00	**Presentations**
	Miss Jerry Lambert
	Mrs. Lois Boyd **Conference Research Assistant**
9:30 - 10:00	**Break**
10:00 - 11:30	**Presentation**
	Dean James G. Harlow **College of Education** **University of Oklahoma**
11:30 - 1:30	**Lunch**
1:30 - 2:30	**Presentation**
	Dr. Lloyd Williams **Professor, College of Education** **University of Oklahoma**
2:30 - 3:00	**Break**
3:00 - 4:00	**Discussion**

Identification of Concepts

Friday, July 9

8:00 - 9:30	Presentations

Mrs. Lois Boyd

Miss Ann Stiles
Conference Research Assistant

9:30 - 10:00	Break
10:00 - 11:30	Discussion

Identification of Concepts

11:30 - 1:30	Lunch
1:30 - 2:30	Discussion

Identification of Concepts

2:30 - 3:00	Break
3:00 - 4:00	Discussion

Identification of Concepts

Monday, July 12

8:00 - 9:30	Presentations
	Miss Ann Stiles
	Mr. Ned Hockman Director of Motion Picture Production University of Oklahoma
9:30 - 10:00	Break
10:00 - 11:30	Presentation
	Motion Picture Review
11:30 - 1:30	Lunch
1:30 - 2:30	Presentation
	Mrs. Peggy Nan Gill Conference Research Assistant
2:30 - 3:00	Break
3:00 - 4:00	Discussion
	Identification of Concepts

Tuesday, July 13

8:00 - 9:30 — **Presentations**

Mrs. Peggy Nan Gill

Mr. Walter R. Trosin
Manager, Personnel Placement and Development
General Electric Company
Oklahoma City

9:30 - 10:00 — **Break**

10:00 - 11:30 — **Presentations**

Mr. Henry Likes
Secretary-Treasurer, Oklahoma State AFL-CIO

Dr. Ed F. Crim
Professor of Economics
University of Oklahoma

11:30 - 1:30 — **Lunch**

1:30- 2:30 — **Presentation**

Mr. Ed Strader
Conference Research Assistant

2:30 - 3:00 — **Break**

3:00 - 4:00 — **Discussion**

Identification of Concepts

Wednesday, July 14

8:00 - 9:30 **Presentations**

Mr. Ed Strader

Dr. Henry Angelino
Professor, College of Education
University of Oklahoma

9:30 - 10:00 **Break**

10:00 - 11:30 **Discussion**

11:30 - 1:30 **Lunch**

1:30 - 2:30 **Presentation**

Mrs. Kay Davis
Conference Research Assistant

2:30 - 3:00 **Break**

3:00 - 4:00 **Discussion**

Indentification of Concepts

Dr. Bernard Saper
Director, Psychological Services
Department of Mental Hygiene
State of New York
Albany, New York

Thursday, July 15

8:00 - 9:30		Presentations
	Mrs. Kay Davis	
	Dr. John Tyo Director, Motion Picture Production Syracuse University	
9:30 - 10:00		Break
10:00 - 11:30		Reacting Panel
	Dr. John Tyo	
	Dr. Henry Angelino	
	Mrs. Marion Hurst Special Assistant, State Vocational Home Economics	
	Mr. J. C. Denham Assistant Manager, Employment and Training Oklahoma Natural Gas Tulsa	
	Mrs. Lucille Patton Teacher, Distributive Education Hollis, Oklahoma	
11:30 - 1:30		Lunch
1:30 - 2:30		Reacting Panel
2:30 - 3:00		Break
3:00 - 4:00		Reacting Panel Youth Panel

Friday, July 16

8:00 - 9:30	**Reacting Panel**
9:30 - 10:00	**Break**
10:00 - 11:30	**Reacting Panel**
11:30 - 1:30	**Lunch**
1:30 - 2:30	**Discussion**
2:30 - 3:00	**Break**
3:00 - 4:00	**Discussion**

NOTES

APPENDIX 11

CONFERENCE PROGRAM COVER (attached copy)

The conference program cover was designed by:

Mrs. Clara Dumas, Visiting Associate Professor
School of Home Economics
University of Oklahoma

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APPENDIX 12

STANDARDS FOR USE IN PREPARING AND EVALUATING OCCUPATIONAL LITERATURE*

1. The study should state specifically what organization or groups sponsored the study. It should also state who gathered the material and give information about these persons such as their titles and occupations, their training and experience.

2. The study should indicate the date (year and, if necessary, the month) when the material was gathered.

3. The study should bear evidence of the methods used in gathering the material:
   a. Library work performed
   b. Number and location of the establishments visited in order that the reader may judge whether an adequate sampling has been made
   c. Number and kinds of schools visited
   d. Number and kinds of organizations investigated
   e. Number of other persons interviewed (in many instances only their positions and not their identity will be revealed)

4. The study should show evidence that the findings have been validated or checked and should indicate the means by which the validation or checking has been accomplished, such as

referral in final draft to certain recognized authorities, or comparison with research studies bearing in part or in whole upon the study in process.

5. It is desirable also that the study indicate that it has been "tried out" on certain consumers of the type for whom it is intended.

6. The list of topics should be complete in order that a balanced picture of the occupation may be had; or an explanation given as to why certain facts have been omitted.

7. If tabulated and graphic materials are embodied in the text, they should be accompanied by a well-integrated discussion, explaining and interpreting the facts revealed in the tables and graphs.

   Tabulated material whether in the body of the text or in the appendix should be set up in proper form as to titles and headings, and should indicate from what source it has been derived.

8. All data, particularly those taken from the census, should be the latest available, should be well digested, and accurately interpreted.

9. The text or footnote should indicate the source of quoted or paraphrased material whether taken from printed matter, conferences, or interviews.

10. Transitions between parts of the text should be such that interrelations are clearly seen and a complete picture of the occupation obtained.

11. Statements (including the title) should be specific and exact, not general and inaccurate. Qualifying words should be used to clarify meanings, not to embellish them and not to produce favorable or unfavorable attitudes.

The scientific approach should be manifest throughout: in the methods used in gathering the facts; in the unbiased, accurate presentation of what was discovered, whether favorable or unfavorable; in the obvious intent to serve, not special and limited interests, but the well-being of young people.

12. The occupation should be presented in its social and economic setting, both national and local, and not as an isolated phenomenon in a vacuum.

13. The style should be clear, consice, and interesting, but not overly chatty. The vocabulary and manner of presentation should be adapted to the readers to whom the material is addressed.

14. The format should be pleasing and attractive: the typography, such as to invite reading.

15. A table of contents, which carries subheadings as well as headings of chapters; an index if the study is long enough;

and an annotated bibliography in accepted form should be included.

16. Where material is republished there should be evidence that the contents have been revised or that they have been reprinted. Revised editions should carry the date of original copyright as well as the dates of revision. It is desirable that information be kept up to date and that provision be made for revision when the original publication is issued.

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*Publications Committee of the Occupational Research Division, National Vocational Guidance Association, Washington D.C.

APPENDIX 13

LITERATURE CITED AND LITERATURE REVIEWED

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APPENDIX 14

FILM RESOURCES

1. U. S. Department of Labor, Bureau of Apprenticeship and Washington 25, D. C.
2. Coronet, Instructional Films, Sales Department, 65 E. South Water Street, Chicago, Illinois 60601.
3. The American Bankers Association, Public Relations Department, 90 Park Avenue, New York, N. Y. 10016.
4. Motion Picture Production, Audio-Visual Center, Indiana University, Bloomington, Indiana 47405.
5. Text Film Division, McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036.
6. International Film Bureau, Inc., 332 South Michigan Avenue, Chicago 4, Illinois.
7. Household Finance Corporation, 919 North Michigan Avenue, Chicago, Illinois.
8. Institute of Life Insurance, 488 Madison Avenue, New York 22, New York.
9. Merrill, Lyncy, Pierce, Fenner and Smith, 70 Pine Street, New York 5, New York.
10. Superintendent of Documents, Government Printing Office, Washington, D. C. 20402.
11. Library of Congress, Washington, D. C.
12. Encyclopedia Britannica, 425 N. Michigan Avenue, Chicago 11, Illinois.
13. Modern Talking Pictures Service, Inc., 3 East 54th Street, New York, New York 10022.

APPENDIX 15

FILM EVALUATION OUTLINE

1. What is the topic?

2. What assertion does film make about the topic?

3. What main points does film introduce to prove assertion?

4. What attitude, conclusion, or course of action does film advocate?

5. What audience would this film best serve?

6. What seems to be the purpose of this film?

7. Is this purpose achieved? Is the film effective or ineffective? Why?

APPENDIX 16

FILMS EVALUATED

Aptitudes and Occupations, Coronet.

Audio Visual Aids to Learning, OU.

Choosing Your Occupation, Coronet.

The Dropout, MHFB.

Counseling . . . Its Tools and Techniques, Wahnke.

Film Research and Learning, Wittich.

Finding the Right Job, Wahnke.

Finding Your Life's Work, Wahnke.

Getting a Job, EBF.

How to Investigate Vocations, Coronet.

How to Keep a Job, Coronet.

Introducing the New Worker to His Job, Castle.

Making Films that Teach, EFF.

Meaning of *Adolescence*, McGraw-Hill.

Meeting the Needs of Adolescents, OU - OSU.

More Power for the Job, Montana State College International Film Bureau.

Personal Qualities and Job Success, Coronet.

Planning Your Career, EFF.

Rough Country, OU Motion Picture Production.

Selling as a Career, Coronet.

Summer of Decision, Ass'n.

You and Your Work, Coronet.

Your Earning Power, Coronet.

APPENDIX 17

YOUTH TODAY PANEL

July 5, 1965

Nancy Blaylock . . . . . Norman, Oklahoma

Steve Bruno. . . . . Moore, Oklahoma

Lane Davis . . . . . Oklahoma City, Oklahoma

Janice Jackson . . . . . Norman, Oklahoma

APPENDIX 18

CONSULTANT REACTING PANEL

Dr. Henry Angelino
Professor, College of Education
University of Oklahoma
Norman, Oklahoma

Mr. J. C. Denham
Assistant Manager, Employment and Training
Oklahoma Natural Gas Company
Tulsa, Oklahoma

Mrs. Marion Hurst
Special Assistant
Oklahoma State Vocational Home Economics
Oklahoma City, Oklahoma

Mrs. Lucille Patton
Teacher-Counselor, Distributive Education
Hollis High School
Hollis, Oklahoma

Dr. John Tyo
Director, Motion Picture Production
Syracuse University
Syracuse, New York

APPENDIX 10

YOUTH REACTING PANEL

July 15, 1965

Duane Draper	Norman, Oklahoma
Tom Howard	Norman, Oklahoma
Adelene James.	Fort Worth, Texas
McKenzie A. Jones, Jr.	Oklahoma City, Oklahoma
Elise Logan.	Norman, Oklahoma

ABSTRACT

Project Number: 1513

IDENTIFICATION OF CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK

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University of Oklahoma Research Institute

June 1, 1965 - October 31, 1965

Purpose:

The purpose of this project was to identify concepts important for youth orientation to the world of work. The identification of these concepts was the first step of a projected proposal for the development of media to communicate to youth the concepts identified.

The need for research in this area was urgent. A review of occupational-psychological literature revealed that identification and communication of concepts related to youth orientation to the world of work was neither formalized nor immediately relevant to the needs of youth. No universally accepted set of concepts or plan was available by which teachers could efficiently and expediently communicate concepts.

It was believed the concepts identified would be important to high school youth in guiding them to personal awareness of the demands of the world of work for the purposes of successful attainment, maintainment, and advancement in employment. Further, these concepts would be applicable to youth in most types of employment and in the areas of high school vocational education: agriculture, business and office, distributive, home economics, technical, and trade and industrial.

Procedure:

During a two-week conference, twenty-four selected high school faculty consultants evaluated relevant materials, resources, and media assembled by project research assistants

prior to the conference. The conference program consisted of presentations by speaker-consultants representative of business-industry, government, and higher education; youth panels; and a reacting panel of selected consultants who evaluated the concepts identified. Conference participants evaluated literature reviewed, interacted with speaker-consultants and youth panels, and reacted to selected audio-visual media. The concepts were identified and areas noted where media are needed to communicate concepts to students.

Results and Conclusions:

For the conference, "concept" was defined as an abstract idea related to general preparation for employment. The concepts identified are Socio-Economic Concepts Related to Work: Technology and Automation; Work Description and Classification--occupation classification schemes, prestige status scales; Work Demands--flexibility, continuing education and training, mobility; Work Population--youth, women, minority groups, men; Work Opportunity--family, education, community, geographic locals; Work Laws; Psycho-Social Concepts Related to Work: Influence on Total Personality--ethical and spiritual values, intellectual capabilities, physical characteristics and health needs, social needs, emotional needs; Influences on Individual Success--self-understanding, independence and autonomy, security, self-involvement, problem solving, judgment and decision making, interpersonal relations, motivation, self-discipline, tolerance; Influences of External Directives--home and family,

school, church, peer groups, other individuals, groups and institutions; Influences on Employer-Employee Satisfactions--loyalty, dependability, honesty, responsibility, innovative, creative, productivity, flexibility, on-the-job appearance and behavior, acceptability in interpersonal relations, belief in dignity of work, pride in work performance, opportunity for advancement, compensation based on merited performance; Communication Concepts Related to Work: Self-expression, Empathy, Interaction, Perception of Work Role, Receptivity, Pre-Job Techniques; Individual and Family Management Concepts Related to Work: Time, Energy, Money.

Each of the concepts identified was readily acknowledged as important, with conference participants concluding that communication of concepts poses a most critical problem.

The areas identified where media are needed to communicate the identified concepts represent all aspects of major and supporting concepts listed. These areas suggest the need for cooperative effort on the part of business, industry, government, and education to resolve the dilemmas that exist in youth's entry to the world of work. Media are needed to aid students in this orientation process.

A significant finding in this study is that abstract concepts do not communicate per se. Semantic differences in concepts existing in our society affect the understanding a person obtains about the world of work and continues to communicate.

The educator's challenge remains: How to effectively communicate the concepts identified as important for youth orientation to the world of work.